



EDUC – 515

EVOLVING EDUCATIONAL TECHNOLOGIES

RICHARD GEIB, M.A.

WWW.GEIBTECHFORLEARNING.ORG/APU/EDU-515/

APU Mission Statement

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective on truth and life.

School of Education Learner Goals

EDUC 515 focuses on the three Learner Goals:

1. Ethical professionals who are able to understand and articulate the integration of a Christian worldview with their discipline in their communities of practice.
2. Responsive professionals who practice reflective critical thinking in their engagements with diverse communities of learners.
3. Informed scholarly professionals who are dedicated to collaboration and lifelong learning.

Ed Tech & Learning Mission Statement

The Master of Arts in Educational Technology and Learning Program reflects Christ's calling to excellence in honoring God in all that we do by impacting the lives of our students to become more effective and responsive teachers, and thus impacting their own students' lives and educational experiences.

Ed Tech & Learning Program Goals

Graduates of the Master of Arts in Educational Technology and Learning Program are more fully competent users of technology in their own instructional practices as well as becoming leaders and models for the use of technology impacting their school sites for effective uses of technology throughout the school community.

Program Objectives

Students will have the opportunity to:

- ✓ Examine, explore, and articulate their role as a Christian educator.
- ✓ Plan and design effective learning environments and experiences supported by technology to maximize student learning.
- ✓ Demonstrate a sound understanding of technology operations and concepts.
- ✓ Apply technology to facilitate a variety of effective assessment and evaluation strategies.
- ✓ Understand the social, ethical, legal and human issues surrounding the use of technology in PreK-12 schools and apply that understanding in practice.
- ✓ Use technology to support learner-centered strategies that address the diverse needs of students.

Department of Advanced Studies Vision Statement

To develop highly effective, innovative, visionary educators and scholarly practitioners of high moral and ethical character based upon Christian values and principles. Our vision is grounded in the four cornerstones that define the mission of Azusa Pacific University: Christ, Scholarship, Community, and Service.

Course Description

This class looks at the evolution of educational technologies in their present and historical contexts. The class will explore how and why some technologies endure while others do not. Attention is given to current technologies, and how they can be successfully implemented into the classrooms in order to enhance both teaching and learning strategies.

Course Objectives

To meet the goals and requirements of the course, students will have the opportunity to:

- ✓ Learn and explain the history of technology and its impact on our current world view
- ✓ Explore the evolution of educational technology and its impact on teaching and learning practices
- ✓ Investigate and reflect upon the ethical issues involving student and teacher use of technologies in classroom and professional activities
- ✓ Investigate appropriate integration of emerging technologies and their potential uses in addressing multiple intelligences
- ✓ Demonstrate the ability to apply emerging technologies in a variety of ways than enrich lesson plans and enhance effective teaching and learning experiences for all types of learners

APU IDEA Objectives

The essential IDEA objective for this course is:

- ✓ #2: *Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.*

Important IDEA objectives for this course are:

- ✓ #1: *Learning to apply course material to improve thinking, problem solving, and decisions.*
- ✓ #11: *Learning how to find and use resources for answering questions or solving problems.*

Academic Integrity

The maintenance of academic integrity and quality education is the responsibility of each student at Azusa Pacific University. It is expected that all students will do their own work. Cheating or plagiarism will result in failure of this class. Academic dishonesty is a serious offense that diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system. In the Ed Tech program this includes use of templates, web designs, and any other unauthorized material (i.e. graphics used without permission, etc).

Students with Disabilities Clause

Students with disabilities: Any student in this course who has a disability that might prevent him/her from fully demonstrating his/her abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure your full participation in the successful completion of course requirements.

Class Participation

Class participation is essential. Weekly participation in face to face sessions, course projects, and online discussion participation will enable all students to benefit from knowledge, experiences, and creative thought processes of each other. Together, we will create a truly meaningful learning experience for all members of the class. It is expected that all students read, reflect upon, and respond to the required course text, online articles, blogs, and threaded discussion posts of other students. Online posts are expected to be thoughtful, academically and spiritually sound, and constructive. It is also expected that students complete all projects and other assignments before each class meeting.

Required Text

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Students are required to purchase the following text:

Evolving Educational Technologies
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Ventura

Required Supplies

- Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*. Thousand Oaks, Calif: Corwin Press.
ISBN: 1-4129-2767-6
- Microphone and camera with video capabilities
- Various software that will be assigned on a per person basis.

Web Resources

Web Resources:

1. <http://educational.blogs.com/>
Disruptive Technology Resource for Educators using Weblogs, Blogware, Collaborative tools, RSS & Podcasting, web services and digital tools at home, school, university and community.
2. http://www.google.com/Top/Reference/Education/Instructional_Technology/Weblogs/
This is a page of links provided by google. It is a good starting point for learning about and creating educational blogs.
3. Alan Levine's blog site on Wikis
 - <http://webquest.org/bdodge/2004/08/in-search-of-educational-wiki-killer.htm>
4. Podcast directory for Educators
 - http://www.podcastingnews.com/forum/link_6.htm
5. Podcast development site by Apple
 - <http://www.apple.com/education/solutions/podcasting/>
6. Education Podcast Network
 - <http://www.epnweb.org/>
7. Educational Research Podcasts by David Warlick
 - <http://davidwarlick.com/connectlearning/>
8. Technorati.com – a leader in indexing weblog content (text p. 83)
 - <http://www.technorati.com/>
9. What is RSS? The history of RSS, and how to get started using it
 - <http://www.xml.com/pub/a/2002/12/18/dive-into-xml.html>

ISTE NETS

This course focuses on the following ISTE National Educational Technology Standards for Teachers: 1B, 2B, 2C, 3B, 4C, 5A, 5B, 5C, and 5D. Go to <http://www.iste.org> for a detailed listing of these standards.

Grade Evaluation

The activities / tasks are designed to assist students in moving to a level of proficiency necessary to complete the remainder of the Master of Arts in Educational Technology and Learning coursework. All work must be completed by the due dates specified in the course syllabus.

Course Activities

The activities / tasks in this class are designed to be embedded in real, purposeful activities that can be applied to professional work or goals. By sharing projects and ideas together, we benefit from the unique perspectives and strengths of each other. Sharing our work in a professional environment benefits our professional practice as well as personal insight and knowledge base.

Description of Projects

Projects are intended to provide opportunities for meaningful application of required text reading, online articles, blogs, and other daily professional experiences of class participants. It is imperative that students make every attempt to develop projects with direct relevance and application to current teaching/educational situations. If at any time you need further clarification regarding any course project, or if you simply want to brainstorm a bit, please feel free to contact me by e-mail or telephone. We welcome the opportunity to help you on your journey!

Project grades will be determined by thoughtful, successful completion of the work. This includes meeting all of the requirements as outlined in the syllabus, submitting the work on time, and the quality and relevance of the work to student's professional practice.

Blogging and Peer Q&A

- ✓ Students will respond to instructor blog, as well as create blogsite postings and response to peer postings.

Multimedia and Wikis

- ✓ Students will post multimedia (text, audio, video) essays using the wiki.
 - Philosophy of education, "Is Google Making Us Stupid?" My Personal Learning Network

Web 2.0, Applied

- ✓ Students will create a sample learning assignment, a standards-based assignment, and a Voicethread group project

Education and Technology Debate

- ✓ In groups students will present pro and con positions with regards to educational technology in the public school system in the early 21st century.

Final Case Study

- ✓ Please select a technology (historical/current/or emerging) that was not discussed in class. We will discuss this as the class progresses.
- ✓ Case Study Research Presentation:
 - Prepare a presentation on your Case Study findings for the final night of class. Your presentation should focus on the technology you chose to research. Your presentation should also include a podcast or small video, links to a blog site, and other applications that enhance your message. Presentations should be no more than 10 minutes in length.

Grading Scale

Grading Policy:

Your final grade will be based on the following point ranges:

100-91 = A

90.9-90 = A-

89.9-89 = B+

88.9-81 = B

80.9-80 = B-

79.9-70 = C

Below 69.9 = F

Class Schedule

Monday, April 19:	Introductions and Emerging Technologies
Monday, April 26:	Blogs, Links, Images, and Audio Editing
Monday, May 3:	Meeting online through Skype: Web 2.0, Podcasts, and Pedagogy
Monday, May 10:	Skype, iTunes, and Voicethread
Monday, May 17:	Technology, Pedagogy, and Practical Applications
Monday, May 24:	The Potentialities and Perils of Social Media
Monday, May 31:	The Role of Education in the School
Monday, June 7:	Thesis, Antithesis, and Synthesis
Monday, June 14:	Final Case Study Presentations